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ABSTRACT

All too often it is assumed that the preferred learning styles of adults who return to college and the support they need to assist them in their studies parallel that of students who enter higher education institutions directly after completing secondary education. This monograph explores the validity of this assumption in a study of first-year college students who have returned to study courses that require mathematics or statistics prerequisites. The chapters included are: (1) "Mature-Age Students Returning to Study Mathematics", which describes the situation; (2) "A Review of Current Literature", which includes problems faced by mature students, common adult learning strategies, and a discussion about bridging courses and remedial courses; (3) "Mature-Age Students Studying First Year Mathematics, Semester 1, 1992, Ballarat University College", which describes the study and methodology; (4) "Observations and Results"; and (5) "Summary and Conclusions". Appendices include the surveys answered by the adult students in the study and interview questions. Contains 44 references. (PVD)

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